



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

9/24/2018

Dr. David Smith
Evansville Vanderburgh SchI Corp.: #7995
951 Walnut St
Evansville, IN 47713

Dear Dr. David Smith,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Washington Middle School's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$159,525.53** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Evansville Vanderburgh School Corporation		Corp #	7995
School	Washington Middle School		School #	8369
Superintendent Name	Dr. David Smith		Email	David.Smith@evsck12.com
Title I Administrator Name	Dr. Velinda Stubbs/Mrs. Carrie Hillyard		Email	Velinda.Stubbs@evsck12.com Carrie.Hillyard@evsck12.com
Principal	Mrs. Michele Branson-Bopp		Email	Michele.Branson@evsck12.com
Telephone	812-435-8453	Fax	812-435-8894	
SY 2018-2019 Allocation	\$159,525.00			



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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Grant Award Number:	S377A00180015A



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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process

Name	Title
Michele Branson	Principal
Aaron Meyer	Assistant Principal
Dan Gaffney	PBIS Coach
Tammy Dexter	Director of School Support
Mara Cravens	Teacher/Coach

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature		Date:	Click here to enter a date.

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators													
Achievement Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020			
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL		
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	43.30%	64.3%	38.3%	69.3%	26.2%	44%		47%		50%		55%	
Percent of students proficient on ISTEP (ELA) (3-8)	47.50%	67%	44.50%	71.7%	41.33%	50%		53%		58%		63%	
Percent of students proficient on ISTEP (Math) (3-8)	39.30%	60.6%	32.30%	65.6%	36.32%	41%		46%		50%		55%	
Percent of students proficient on IREAD (Spring Test Only) (3)-Elementary only	N/A												
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020			
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL		
1. Number of minutes in the School Yr. students are required to attend school	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500		76,500		76,500	
2. Number of daily minutes of math instruction	82	82	82	82	82	82	82	82		82		82	

3. Number of daily minutes of ELA instruction	82	82	82	82	82	82	82	82		82		82	
4. Student attendance rate (must be % between 0 and 100)	96.50%	96.50%	96.7%	97%	96.95%	97%	94.4%	97.5%		98%		98%	
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020			
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL		
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	236	225	217	214	224	215	256	210		205		200	
6. Expanded Learning Time (total number of hours offered)							400	400		400		400	
7. Number of discipline referrals	656	600	846	800	902	800	708	650		600		500	
8. Discipline incidents – number of suspensions and/or expulsion	105	100	34	50	SUS--45 EXP--18	SUS-45 EXP-15	SUS--54 EXP--13	SUS-40 EXP-12	SUS-- EXP--	SUS-35 EXP-10	SUS-- EXP--	SUS-33 EXP-8	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	HE E - 25 IMP - 1 IN	IN-- IMP-- EFF--25 HEFF--1	IN-- IMP-1 EFF--26 HEFF--	IN-- IMP-- EFF--25 HEFF-2	IN-- IMP-- EFF--18 HEFF--10	IN-- IMP-- EFF--23 HEFF-5	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-21 HEFF-6	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF- 20 HEFF-7	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF- 19 HEFF-8	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	93.60%	94%	93%	94%	93.30%	95%	91%	94%		95%		96%	



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11. Teacher retention rate (must be a % between 0 and 100)	63%	70%	72.00%	80%	78.60%	80%	80%	82%		84%		85%	
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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis

<p>Strengths:</p> <ul style="list-style-type: none"> • Principal is the instructional leader of the building and provides job embedded professional development. • Continued capacity building/development of the leadership team. • Established MTSS team and system for supporting Tier 2 (academics and behavior) • Open and clear communication channels between administration, leadership team, and faculty • Teacher buy-in and receptiveness to on-going coaching and feedback (as evidenced by teacher self-report on quarterly surveys) • Teacher buy-in for the Vision for Teaching and Learning • Data rich environment with systems established for analysis of short and medium cycle data for Tier 1 and Tier 2 • Established WIN (what I need) period with targeted interventions and remediation • Implementation of NWEA benchmark assessment and continued support by data coach to utilize data/reports to make instructional shifts • Increased student engagement • High expectations for excellence • Positive building climate and culture 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Leadership team coaches have varying degrees of coaching skill/instructional knowledge • Monitoring/feedback system needs adjusted/aligned with addition of more coaches • Use of monitoring feedback system to drive teacher professional development and coach development • Monitoring for immediate action (part of Vision for Teaching and Learning coaching/feedback cycle) • Alignment of curriculum and assessments to the rigor and blueprint of ILearn • Uneven alignment between learning targets and classroom instruction and activities. • Identification of effective interventions for Tier 2 and Tier 3 (MTSS team) • Social/emotional supports for students (Executive functioning skills and Self-regulation) • Teacher attendance rate of 91% is compounded by a substitute shortage which causes teachers to lose planning and PLC time in order to cover classes. • Use of NWEA benchmark assessment to guide instructional decisions • Use of/sharing of data in staff and committee meetings
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Opportunities:

- Develop a continuous feedback cycle for teachers via coaching by the Instructional leadership team
- Improve the quality and quantity of after school programming (integrate more STEM/STEAM)
- Continue to build the Site Council and develop more partnerships
- Continue to develop stronger relationships with families/community
- Improve/increase services and support for SEL needs of students in both Tier 2 and Tier 3
- Investigate/implement ARMY Academy as alternative to AIS
- Create multi-disciplinary blocks including art/math/music/English, Science/Social Studies, etc.
- Utilize NWEA data to make informed instructional decisions

Threats:

- Increased number of students who need Tier 2 and/or Tier 3 SEL interventions
- Increased number of students who are 2 or more years behind when they enter 6th grade
- Continued negative perception of Washington Middle School in the community
- Students experiencing assessment overload
- Constant state of flux with regard to assessment and school accountability (new state assessment this year, ILearn)
- Teacher/staff turnover

Projected Outcomes for SY 18-19

Projected Outcomes for SY18-19:

- Increase ISTEP assessments Math and ELA pass rates. (Performance)
- Increase the number of students who catch up, keep up, or move up on the ELA and Math ISTEP assessments. (Growth)
- Utilize coaching on coaching cycles to help coaches recognize effective instructional practices and build their skill in providing high leverage actionable feedback.
- Utilize and refine coaching cycles aligned to professional development to support teachers in implementing strategies to increase student engagement and academic achievement.
- Decrease daily office referrals by 10%.

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Support school leadership in prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP Planning and Monitoring. Initial school improvement plan will be created independently by the principal and her designated team and then reviewed by DSS. Feedback will be incorporated by the team as needed. <i>Director of School Support</i></p> <p>Check in weekly with the principal to monitor activities and progress monitor school improvement plan, understand key priorities and current challenges, and brainstorm solutions. – <i>Director of School Support</i></p> <p>Utilize management tools and systems to monitor key issues and challenges and track support, coaching, and evaluation observations for both principal and Director of School Support in collaboration with Mass Insight Education. - <i>Director of School Support/BEST Coaches</i></p> <p>Evaluate the principal based upon IDOE's School Leadership Effectiveness rubric and the EVSC administrator evaluation tool (twice yearly). Results are communicated to IDOE as needed. -<i>Director of School Support</i></p>	<p>Summer -planning Weekly-monitoring</p> <p>Weekly, SY18-19</p> <p>on-going, SY 18/19</p> <p>on-going, SY 18/19</p>	<p>% salary of Director of School Support</p>	<p>The DSS will use the SIP (School Improvement Plan) and progress monitoring tools developed through Google forms to ensure alignment of school work with school goals.</p> <p>IDOE's School Leadership Effectiveness Rubric</p> <p>EVSC's administrator evaluation tool</p>

	Provide mentoring and coaching to school leadership. <i>DSS, MIE</i>	on-going, SY 18/19	% DSS Salary % of MIE contract	The principal, in partnership with the DSS, will use a goal discernment protocol to determine principal leadership goals aligned to the SIP goals. These goals will be monitored through weekly principal/DSS check-ins. The principal, in partnership with DSS and MIE, will set goals for coaching and coaching on coaching and track progress through the “progress towards goals” tracker.
Develop Teacher Effectiveness	<p>Participate in the district Middle School Support Model network (in partnership with Mass Insight Education) to improve coaching and feedback to teachers. <i>Principal, Assistant Principal, Coaches, DSS</i></p> <p>Utilize the leadership team coaches to provide feedback and differentiated coaching support to all teachers. <i>Principal, Leadership Team</i></p> <p>Provide PLC and collaborative planning time for all teachers every week. <i>Principal, Assistant Principal, PD Sub, District Coaches</i></p> <p>Utilize district coaches to provide additional support to teachers within PLCs and in the classroom to ensure alignment between learning targets and tasks/activities provided to students. <i>Principal, Assistant Principal, Coaches, PD Sub</i></p> <p>Ensure leadership is embedded in PLC’s at least weekly and to coach and to provide feedback on PLC products.</p>	<p>On-going, SY 18/19</p> <p>On-going, SY 18/19</p> <p>On-going, SY 18/19</p> <p>On-going, SY 18/19</p>		<p>Washington will set goals for coaching cycles and track on google docs.</p> <p>Washington’s master schedule includes daily plan/collab time for all teachers.</p> <p>District coaches will use the Google coaching form to track support of teachers and PLCs.</p>

	<p><i>Principal, Assistant Principal, Director of School Support</i></p> <p>Provide additional resources in classroom via mini classroom grants initiative. <i>Principal, Assistant Principal, Director of School Support</i></p> <p>Provide opportunities for teacher leaders to attend advanced Kagan Training (ie - Kagan Trainer, Kagan Coaching, etc) in the summer. <i>Principal, Assistant Principal, Director of School Support</i></p> <p>Continue to provide opportunities for teachers and teacher leaders to grow professionally through teacher leader led book studies. <i>Principal, Assistant Principal, Leadership Team, Director of School Support</i></p>	<p>On-going, SY 18/19</p> <p>Fall 2018</p> <p>Summer 2019</p> <p>Summer 2019</p>	<p>% of DSS salary</p> <p>Teacher Mini-grants - 12,500</p> <p>8,000.00</p> <p>PD Materials 1,000</p>	<p>WMS will track PLC coaching on their coaching tracker. DSS Monitoring Tool</p> <p>Teachers submit requests to DSS to ensure resources are appropriate and aligned to school goals.</p> <p>Request for professional development forms; certificates of successful completion.</p> <p>Teacher leaders/teams will provide professional development to the faculty during faculty meetings. Sign-in sheets for Book Study Meetings</p>
Implement Comprehensive Instructional Reform Strategies	<p>Continue to provide on-going, differentiated formative assessment development, training, monitoring and feedback <i>Director of School Support, MIE, Principal, Assistant Principal, District Coaches</i></p> <p>Realign roles/responsibilities of leadership team (loss of PBIS Coach, new counselor for SY18-19, and 2nd year for BSW) to maximize the capacity of the new team and to build on strengths. DSS, <i>Principal, Assistant Principal, MSW, BSW, Counselor</i></p> <p>Continue to develop, refine, and utilize systems to track the following components: school improvement plan and its execution, talent management, academic data, behavior data, and family/community engagement and impact in order to monitor individual students and sub-group performance <i>DSS, MIE, Principal, Assistant Principal, District Coaches</i></p>	<p>Summer 2018 On-going SY 18/19</p> <p>Summer 2018 On-going SY 18/19</p> <p>Summer 2018 On-going SY 18/19</p>	<p>Summer PD Stipends % of DSS salary</p> <p>% BSW Salary</p> <p>% of DSS Salary</p>	<p>Assessments are submitted to Principal for review/feedback.</p> <p>Communication of roles/responsibilities will occur at beginning of school meeting. Changes during the year will be communicated to staff via email and/or faculty meetings.</p> <p>District coaches will use the Google</p>



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	effective coaching support to decrease time spent off-tasks or redirecting student behavior. <i>Assistant Principal, BSW</i>		salary	
Create Community-Oriented Schools	Utilizing the Center for School and Community Partnerships within the EVSC, continue to develop a more robust family and community engagement strategy/program focused on academic outcomes for students. <i>Coordinator of Family and Community Engagement, Director of School Support, Principal, Social Worker</i>	On-going SY 18/19	%DSS Salary %BSW Salary	Family engagement activities
	Continue to strengthen the WMS Site Council to increase the number of community partners working with the school to support student learning by volunteering, mentoring and providing monetary resources. <i>Principal, Coordinator of Family and Community Engagement, Bachelor of Social Work</i>	On-going SY 18/19	% of BSW salary	Site Council Meeting minutes
	Utilizing OptIN (Opportunities through Partnerships that Transform and Inspire) within the EVSC, expand Industry Night at WMS to provide additional opportunities for students and families to interact with high quality employers and explore career options that are available. <i>Principal, Coordinator of Family School Engagement, OptIN Program Manager</i>	On-going SY 18/19		Program for Industry Night
Provide Operational Flexibility	Sustain the school support team model and the technical assistance provided by Mass Insight Education in order to keep the operational flexibility needed for Washington (people, time, program, and dollars). Support the expansion and scale of this model to the entire Bosse Attendance District. <i>DSS, MIE</i>	On-going SY 18/19	%DSS Salary % of MIE contract	School Readiness Audit, DSS Monitoring Tool
	Conduct a yearly audit of school readiness based upon Mass Insight's HPHP framework. Utilize audit to inform SIP. Provide feedback to stakeholders. <i>DSS, MIE</i>	Fall 2018	%MIE contract	

Sustain Support	Sustain the School Support Model based on the Internal Lead Partner Framework and support the work of Director of School Support/School Support Team. <i>DSS, MIE</i>	On-going SY 18/19	%DSS Salary %MIE contract	EVSC Org Chart
	School Support Team will support school improvement initiatives at the school and district level. <i>DSS, Coaches</i>	On-going SY 18/19	% DSS Salary	DSS Monitoring Tool
	School Support Team will continue to support and develop school leaders at various levels. I.E. PLC leaders, coaches, assistant principal and principal <i>DSS, Director of Leadership Development, Director of Teacher Effectiveness</i>	On-going SY 18/19	% DSS Salary	DSS Monitoring Tool
	School Support Team will create sustainable systems to promote teacher effectiveness and student growth. <i>DSS, Coaches</i>	On-going SY 18/19	% DSS Salary	DSS Monitoring Tool; WMS Monitoring Tools

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.

Washington Middle School’s Principal Michele Branson-Bopp will launch a blog “The Middle Ground - Deep, (and not so deep) Thoughts on Leadership, Management and Balance.” The blog will include topics related to leadership, school turnaround, and coaching.



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Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.



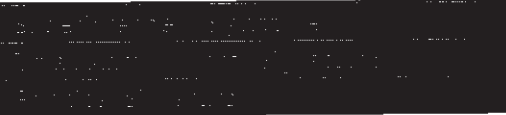



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The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

		Click here to enter a date.
		Click here to enter a date.
		Click here to enter a date.

Part 8: 1003g SIG Budget SY 18-19

Complete the budaet below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction		\$ 13,200.00		\$ 2,060.00				\$ 23,345.37	\$ 25,000.00		\$ 63,605.37
21000	Support		\$ 20,858.16		\$ 4,555.00							\$ 25,413.16
22100	Improvement	\$ 30,751.00		\$ 6,351.00		\$ 22,600.00		\$ 8,000.00	\$ 1,000.00			\$ 68,702.00
22900	Other Support											\$ -
25191	Refund of											\$ -
26000	Operation &											\$ -
27000	Transportation											\$ -
33000	Community											\$ -
60100	Transfers											\$ -
Column Totals		\$ 30,751.00	\$ 34,058.16	\$ 6,351.00	\$ 6,615.00	\$ 22,600.00	\$ -	\$ 8,000.00	\$ 24,345.37	\$ 25,000.00	\$ -	\$ 157,720.53
Indirect Cost:		Subtract the amount above \$25,000 (per individual contracted service) from your total budget										
Total after deducting Property:												\$ 132,720.53
Total Available for Indirect Costs:												\$ 1,805.00
Amount of Indirect Cost to be used:												\$ 1,805.00
Grand Total After Indirect Cost:												\$ 159,525.53

mini-grants; flexible seating, instructional supplies

BSW

pd travel, pd supplies, subs, stipends, DSS salary, MIE

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Improvement of instruction - pd materials \$1,000.00 Instruction - classroom mini-grants \$12, 500.00 Leveled Libraries/Math Manipulatives for Workshop Model/Science Supplies- \$10,845.00	Flexible seating - 3 more rooms -25,000
Professional Services	Other Purchase Services (travel, communication)
Other Support Services - external evaluation/technical support/coaching support Mass Insight Education \$22,600.00	Kagan Summer Training - \$8,000

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Tammy Dexter	Director of School Support	Cert.	0.3	N	Y	General Fund, Title II	The Director of School Support is embedded at Washington Middle School and oversees a school
Theanne Amuzie	BSW	Non-cert	0.5	N	Y	Title I	Collaborates with staff and community agencies in providing support for students and their families. This person meets weekly with the assistant principal and PBIS coach to address individual student and family needs and support both Tier I and Tier II behavior interventions. The social worker will also be the coordinator of the Family Engagement Committee.
Substitutes/Stipends		cert					Stipends for teachers for summer collaboration on vertical alignment, common assessments, lesson planning. Stipends for leadership team for summer leadership meetings. Substitutes for collaborative work time during the school year.

30,751.00 6351

20858.16 4555

13200 2060